APPENDIX 4: CURRICULUM OVERVIEW 2020-2021

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	Head of Department (HoD) response – where this is covered in Schemes of Work (SoW) (NC Year / Term)
Age restrictions	Some online activities have age restrictions because they include content which is not appropriate for children under a specific age. Teaching could include: • that age verification exists and why some sites require a user to verify their age. For example, online gambling and purchasing of certain age restricted materials such as alcohol; • why age restrictions exist - for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers; • helping pupils understand how this content can be damaging to under-age consumers; • the age of digital consent - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data; Protection Regulations. Why it is important and what it means in practice.	**Health Education core content** • Internet safety and harms. "Why social media, some computer games and online gaming, for example, are age restricted". **Computing curriculum** • Some schools may want to discuss age restrictions as part of e-safety (all ages) "use technology safely and respectfully".	Year 7 - Internet Safety - Term 4 Year 7 – Grooming - Term 4 (Working with the Schoolsbeat team) Year 9 - Online gaming- Term 4* Age restrictions spoken about within the appropriate curriculum content e.g Alcohol - Year 7 Age of consent - Year 8, Year 9 and Year 10 * Gambling - Year 10 * CS: Year 7 SoW

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Content: How it can be used and shared	Knowing what happens to information, comments or images that are put online. Teaching could include: • what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications; • how cookies work, how content can be shared, tagged and traced; • how difficult it is to remove something a user wishes they had not shared; • ensuring pupils understand what is illegal online, especially what may in some cases be seen as "normal" behaviours, for example youth-produced sexual imagery (sexting); • this could include copyright, sharing illegal content such as extreme pornography or terrorist content as well as the illegality of possession, creating or sharing any explicit images of a child even if created by a child.	**Relationships education core content (all stages)** • Online relationships. "how information and data are shared and used online". • The law "Pupils should be made aware of the relevant legal provisions when relevant topics are being taught". • Online and media - "about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online"; and "not to provide material to others that they would not want shared further and not to share personal material which is sent to them"; and "that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail". **Health education core content (all stages)** • Internet safety and harms - "how to be a discerning consumer of information online including understanding that information, including that information from search engines, is ranked, selected and targeted". **Computing curriculum (all key stages)** • "identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies". • May use this as part of wider teachings around how information online is stored and used - "protecting their online identity and privacy".	Year 8 - Social media - Term 3* with one specific session from the Schoolsbeat officer on 'Sexting'. Year 9 – Pornography - Term 5 (covering legality about online content). Computing – Y7.1 - Impact of Technology; Y7.6 - Using media, Y9.1 Cybersecurity RSE = Relationships & Sex Education RSE Guidance Lesson Y7 RSE Guidance Lesson Y8

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Disinformation, misinformation and hoaxes	Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated. Teaching could include: • disinformation and why individuals or groups choose to share false information in order to deliberately deceive; • misinformation and being aware that false and misleading information can be shared inadvertently; • online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons; • explaining that the viral nature of this sort of content can often appear to be a stamp of authenticity and therefore why it is important to evaluate what is seen online; • how to measure and check authenticity online; • the potential consequences of sharing information that may not be true.	Relationships education (all stages), relationships and sex education (secondary) and health education (all stages) – the law "Pupils should be made aware of the relevant legal provisions when relevant topics are being taught". Computing curriculum (Key Stages 2 and above) - "use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content". Citizenship: Key Stage 3 - pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Citizenship: Key Stage 4 - pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.	PHSE/Citizenship - Legal aspects of all content (with age restrictions) covered throughout the curriculum during relevant topics. Computing – RSE Guidance Lesson Y7 RSE Guidance Lesson Y8 Media literacy for Year 7 – two lessons in Term 5. To accompany the rights and responsibilities topic. Many areas of the GCSE course, for example, the Scottish independence Term 3 (Yr10) and Brexit Term 3 (Yr11).

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Fake websites and scam emails	Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other gain. Teaching could include: • how to look out for fake URLs and websites; • ensuring pupils understand what secure markings on websites are and how to assess the sources of emails; • explaining the risks of entering information to a website which isn't secure; • what to do if harmed/targeted/groomed as a result of interacting with a fake website or scam email. Who to go to and the range of support that is available.	**Relationships education (all stages),** • relationships and sex education (secondary) and health education (all stages) – the law "Pupils should be made aware of the relevant legal provisions when relevant topics are being taught". **Computing curriculum (all Key Stages)** – • "use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content"	Year7- Internet Safety (Term 4) Year 7- Schoolsbeat officer- Grooming (Term 4) Computing: Y8.2 - Developing for the web RSE Guidance Lesson Y7 RSE Guidance Lesson Y8 RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Fraud (online)	Fraud can take place online and can have serious consequences for individuals and organisations. Teaching could include: • what identity fraud, scams and phishing are; • that children are sometimes targeted to access adult's data, for example, passing on their parents or carers details (bank details, date of birth, national insurance number etc). Therefore, there is a need to keep everyone's information secure not just their own; • what "good" companies will and won't do when it comes to personal details, for example a bank will never ask you to share a password or move money into a new account.	**Relationships education core content** • online relationships "that people sometimes behave differently online, including by pretending to be someone they are not". **Computing curriculum (all Key Stages)** • "use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content".	Year 7 - Internet safety and Grooming - Term 4 (with lesson from Schoolsbeat officer) Year 8 - Sexting- with Schoolsbeat officer lesson - Term 3* Year 8 - Social media - Term 3* CS: Y8.2 – Developing for the web

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Password phishing	Password phishing is the process by which people try to find out your passwords so they can access protected content. Teaching could include: - why passwords are important, how to keep them safe and that others may try to trick you to reveal them; - explaining how to recognise phishing scams, for example those that seek to gather login credentials and passwords; - importance of online security to protect against viruses (such as keylogging) that are designed to access/steal/copy passwords information, what to do when a password is compromised or thought to be compromised.	**Relationships education core content** (all stages) - online relationships - "the rules and principles for keeping safe online" . **Computing curriculum (all Key Stages)** "use technology safely, respectfully and responsibly".	Year 7 - Internet safety - Term 4 with an extra session on Grooming from Schoolsbeat officer Year 8 - Social media- Term 3* with one session with Schoolsbeat officer on Sexting. Computing – Y7.1 - Impact of Technology, Y8.2 – Developing for the web.

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Personal data	Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'. Teaching could include: - how cookies work; - how data is farmed from sources which look neutral, for example, websites that look like games or surveys that can gather lots of data about individuals; - how and why personal data is shared by online companies. For example, data being resold for targeted marketing by email/text (spam); - how pupils can protect themselves, e.g. what to do if something goes wrong (for example, data being hacked) and that acting quickly is essential; - the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR); - how to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time.	**Relationships education core content (all stages)** - Online relationships - "how information and data is shared and used online". **RSE (secondary) core content** - Online relationships - "how information and data is generated, collected, shared and used online". **Computing curriculum (all key stages)** "Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Computing curriculum (all key stages)** "Use technology safely and respectfully, keeping personal information private".	Year 7 – Grooming - Term 4 (with Schoolsbeat officer) Year 10 – SRE - Revenge Porn - Term 2* CS: Y8.2 Developing for the web, Y7.1 - Impact of Technology

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Persuasive design	Many devices/apps/games are designed to keep users online for longer than they might have planned or desired. Teaching could include: • explaining that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue; • how designers use notification to pull users back online.	**Health education core content (all stages)** • Internet safety and harms - "about the benefits of rationing time spent online, the risks of excessive internet time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing". • Internet safety and harms "the risks related to online gambling including the accumulation of debt". **Computing curriculum (all key stages)** • "Use technology safely, respectfully and responsibly".	Year 9 - Social gaming - Term 4* Year 10 - Financial Education - sessions on risk and gambling Term 1 GCSE Citizenship covers the unregulated element of social media and how images are kept and sold by different platforms. CS: Y7.1 - Impact of Technology, Y8.2 Developing for the web RSE Guidance Lesson Y7 RSE Guidance Lesson Y8 RSE Guidance Lesson Y9

	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Privacy settings	Almost all devices, websites, apps and other online services come with privacy settings that can be used to control what is shared. Teaching could include: • how to find information about privacy setting on various sites, apps, devices and platforms; • explaining that privacy settings have limitations, for example they will not prevent someone posting something inappropriate.	**Relationships education core content** • Online relationships - "the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them". **Computing curriculum (all Key Stages)** • "Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy".	Year 7- Internet safety - Term 4 Year 8 - Social media - Term 3* CS: Y7.1 - Impact of Technology RSE Guidance Lesson Y7, RSE Guidance Lesson Y8

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Targeting of online content, including on social media and search engines	Much of the information seen online is a result of some form of targeting. Teaching could include: • how adverts seen at the top of online searches and social media feeds have often come from companies paying to be on there and different people will see different adverts; • how the targeting is done, for example software which monitors online behaviour (sites they have visited in the past, people who they are friends with etc) to target adverts thought to be relevant to the individual user; • the concept of clickbait and how companies can use it to draw people onto their sites and services.	**Health education – core content (all stages)** • Internet safety and harms - "how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted". **Computing curriculum (all key stages)** • "Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content".	CS: Y8.2 Developing for the web

HOW TO STAY SAFE ONLINE

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Abuse (online)	Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. Teaching could include: • explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation; • explanation of when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail; • how to respond to online abuse including how to access help and support; • how to respond when the abuse is anonymous; • discussing the potential implications of online abuse, including implications for victims; • being clear what good online behaviours do and don't look like.	**Relationships education core content (all stages)** • Online relationships - "the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them"; • Online relationships - "about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help". • The law – "pupils should be made aware of the relevant legal provisions when relevant topics are being taught". **Health education core content (all stages)** • Internet safety and harms - "that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health". **Computing curriculum (all Key Stages)** • "Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content / contact". **Citizenship: Key Stage 4** • Pupils should be taught about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Year 7 - Internet Safety - Term 4 Year 8 - Social Media - Term 3* Year 7 - Internet Safety - Term 4 CS: Y7.1 - Impact of Technology Rule of Law Term 1 Yr10 - Equalities Act Term 2 Yr10. Democracy and voting – 4 Key British Values Term 3 Yr10 **(also covered in Yr 7 Term 5).** Identities and Diversity Term 4 Yr11.

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Challenges	Online challenges acquire mass followings and encourage others to take part in what they suggest. Teaching could include: • explaining what an online challenge is and that while some will be fun and harmless, others may be dangerous and or even illegal; • how to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why; • explaining to pupils that it is ok to say no and not take part; • how and where to go for help if worried about a challenge; • understanding the importance of telling an adult about challenges which include threat or secrecy ('chain letter' style challenges).	**Relationships education (all stages) and Relationships and Sex Education (secondary)** • "About online risks, including that any material someone provides to another has the potential to be shared online". **Health Education core content (all stages)** • "How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private". • "How to be a discerning consumer of information online". • "Where and how to report concerns and get support with issues online."	Year 8 - Social Media - Term 3* Whole school responses to individual cases/information to parents. Year 7 Citizenship looks at effective ways to protest and would look at the role social media has in encouraging anti-social behaviour. CS: Y7.1 - Impact of Technology RSE Guidance Lesson Y7 RSE Guidance Lesson Y8

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Content which incites	Knowing that violence can be incited online and escalate very quickly into offline violence. Teaching could include: • ensuring pupils know that online content (sometimes gang-related) can glamorise the possession of weapons and drugs; • explaining that to intentionally encourage or assist an offence is also a criminal offence; • ensuring pupils know how and where to get help if worried about involvement in violence.	**Relationships education (all stages); Relationships and Sex Education (secondary) and health education (all stages)** • the law "Pupils should be made aware of the relevant legal provisions when relevant topics are being taught".	Year 8 – Crimestoppers - Term 4* Year 8 Citizenship looks at the factors that could lead to becoming involved in crime and gang membership would be included. CS: RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Fake profiles	Not everyone online is who they say they are. Teaching could include: • explaining that in some cases profiles may be people posing as someone they aren't (i.e. an adult posing as a child) or may be "bots" (which are automated software programs designed to create and control fake social media accounts); • how to look out for fake profiles. This could include profile pictures that don't like right, for example of a celebrity or object; • accounts with no followers or thousands of followers; and • a public figure who doesn't have a verified account.	**Relationships education core content (all stages)** • Online relationships - "that people sometimes behave differently online, including by pretending to be someone they are not". **Computing curriculum (all stages)** • "Identify a range of ways to report concerns about content and contact".	Year 7 - Internet Safety (which includes Grooming) - Term 4 Year 8 - Social Media - Term 3* CS: Y7.1 - Impact of Technology, RSE Guidance Lesson Y8 RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Grooming	Knowing about the different types of grooming and motivations for it, for example radicalisation, CSAE and County Lines. Teaching could include: • boundaries in friendships with peers and also in families and with others; • key indicators of grooming behaviour; • explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult; how to report it both in school, for safeguarding and personal support, and to the police. Where there are concerns about sexual abuse and exploitation these can also be reported to Click CEOP. See the NCA-CEOP Thinkuknow website for further info. on keeping children safe from sexual abuse and exploitation. It will be important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.	**Relationships Education (all stages) and Relationships and Sex Education (Secondary)** • "The characteristics of positive and healthy friendships (in all contexts, including online)". **Relationships and Sex Education (Secondary)** includes, for example: • "the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion … and how these can affect current and future relationships" and "how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)".	Year 7 - Internet safety (Including a lesson on Grooming from the Schoolsbeat officer) - Term 4 Year 7 - Term 2 - Relationships and friendships Year 8 - Healthy Relationships - Term 5 to include healthy relationships and age of consent Year 8 – CSE - Chelsea's Choice plus two lessons - Term 2* Year 9 - Healthy relationships (including consent, forced marriage, teenage relationship abuse) - Term 4 Year 9 - County lines - Term 2* Year 10 - Consent and Affirmative consent - Term 2 and Term 6* CS: Y7.1 - Impact of Technology RSE Guidance Lesson Y8 RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Live streaming	Live streaming can be popular with children but it carries risk when carrying it out and watching it. Teaching could include: • explaining the risks of carrying out live streaming. These include the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. As such, pupils should think carefully about who the audience might be and if they would be comfortable with whatever they are streaming being shared widely. • online behaviours should mirror offline behaviours and considering any live stream in that context. Pupils shouldn't feel pressured to do something online that they wouldn't do offline. Consider why in some cases people will do and say things online that they would never consider appropriate offline: • explaining the risk of watching videos that are being live streamed, for example there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance; • explaining the risk of grooming - see above for more on grooming.	**Relationships education core content (all stages)** • Online relationships. "the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them" **Health education (secondary)** • Core content – internet safety and harms. "The impact of viewing harmful content".	Year 7 - Internet safety (Grooming) - Term 4 CS: Y7.1 - Impact of Technology RSE Guidance Lesson Y8 RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Pornography	Knowing that sexually explicit material presents a distorted picture of sexual behaviours. Teaching could include: • that pornography is not an accurate portrayal of adult sexual relationships; • viewing pornography can lead to skewed beliefs about sex and in some circumstances can normalise violent sexual behaviour; • that not all people featured in pornographic material are doing so willingly, i.e. revenge porn or people trafficked into sex work.	**RSE (secondary) core content – online and media**. • "That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners".	Year 9 - Pornography- Term 5 Year 10 - Revenge Porn - Term 2* CS: RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Unsafe communication	Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met. Teaching could include: • explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with; • identifying indicators or risk and unsafe communications; • identifying risks associated with giving out addresses, phone numbers or email addresses to people you do not know or arranging to meet someone you have not met before; • explaining about consent online and supporting pupils to develop strategies to confidently say "no" to both friends and strangers online.	**Relationships education core content (all stages)** • Online relationships - "the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them"; and "how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met". • Respectful relationships - "importance of permission-seeking & giving in relationships with friends, peers & adults". • "The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship". **Computing curriculum (all key stages**) • "Identify a range of ways to report concerns about content and contact".	Year 7 - Relationships- Term 2 Year 7 - Internet safety- Term 4 Year 8 – Relationships - Term 5 Year 9 - Unhealthy relationships - Term 4 Year 10 – Consent - Term 6* CS: Y7.1 Impact of Technology RSE Guidance Lesson Y9

WELLBEING

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Impact on confidence (including body confidence)	Knowing about the impact of comparisons to 'unrealistic' online images. Teaching could include: • exploring the use of image filters and digital enhancement; • exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers; • looking at photo manipulation including discussions about why people do it and how to look out for it.	**Health education (secondary) core content** • Internet safety and harms - "the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image and how people may curate a specific image of their life online)".	Year 7 - Self-confidence and self-esteem - Term 4 Year 8 - Body image and media manipulation - Term 6 CS: RSE Guidance Lesson Y9

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Online vs. offline behaviours	People can often behave differently online to how they would act face to face. Teaching could include: • how and why people can often portray an exaggerated picture of their lives (especially online) and how that can that can lead to perfect/curated lives pressures; • discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.	**Relationships Education core content (all stages)** • Online relationships - "that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous".	Year 7 - Internet safety - Term 4 Year 8 - Social Media - Term 3*

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Reputational damage	What users post can affect future career opportunities and relationships – both positively and negatively. Teaching could include: • looking at strategies for positive use; • how to build a professional online profile.	**RSE core content (Secondary) – online and media**. • "About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online".	Year 8 - social media (digital footprint) - Term 3* GCSE Citizenship looks at Libel cases in Civil Law and identifies that social media can be an element of how a person's reputation can be effective, and the means of recovery available for individuals by using the legal process.

POTENTIAL HARM OR RISK	DESCRIPTION	CURRICULUM AREA THIS IS COVERED IN	HoD response – where is this covered in SoW (NC Year / Term)
Suicide, self-harm and eating disorders	Pupils may raise topics including eating disorders, self-harm and suicide. Teachers must be aware of the risks of encouraging or making these seem a more viable option for pupils and should take care to avoid giving instructions or methods and avoid using emotive language, videos or images. Guidance on teaching about mental health and emotional wellbeing provides useful support for teachers in handling this material.		Year 10 - Beyond Fed Up (mental health and suicide) - Term 2* Year 8 - Eating disorders including online Pro-Ana sites - Term 6 Year 9 - emotional health and wellbeing looking at coping mechanisms and common mental ill health in young people to include self-harm - Term 1 Year 9 - Satveer Nijjar-Term 6 - self harm.